



## Ditton Lodge Primary School



Minutes of the meeting of the Local Governing Body of Ditton Lodge Primary School Tuesday 12<sup>th</sup> December 2019

Present: Dr C Scarpini **CS** Mrs Amanda Banks **AB**  
Mrs Melanie Moore **MM** Mrs L King **LK**  
Ms Kath Caley **KC** Mr James Wood **JW**  
Mr J Grosvenor **JG**  
In attendance: Mrs Sheena Datson (Clerk) **SD**

	<b><u>SECTION A: STANDARD BUSINESS</u></b>	<b><u>Actions</u></b>
<b>A1</b>	<b><u>Apologies for Absence</u></b>	
	Apologies accepted for absence: Miss Bramley, Mrs Amy Hughes CS welcomed Mr Grosvenor to the meeting.	
<b>A2</b>	<b><u>Pecuniary and Other Interests</u></b>	
	No declarations of pecuniary or other interests regarding items on the agenda were made.	
<b>A3</b>	<b><u>Notification of Any Other Business</u></b>	
	Nil	
<b>A4</b>	<b><u>Minutes</u></b> The minutes of the meeting held on Tuesday 1 <sup>st</sup> October 2019 were confirmed and signed by the chair. No actions outstanding. No matters arising.	
	<b><u>SECTION B: SCHOOL IMPROVEMENT</u></b>	
<b>B1</b>	<b><u>Headteacher's report including SEF, Curriculum Provision, Assessment and Data</u></b>	
	<b><u>School updates</u></b> Ditton Lodge continues to work very closely with USP and working in conjunction with the central team. We have had a very successful Team around the school (TATS) meeting to look at HR, Premises, Finance, IT and Potential Risk I am continuing to work on a joint project with Lisa Tweed (Head at Houldsworth Valley) to support USP schools with their Phonics Strategy and Phonics Provision following our success of 93% pass rate in the Phonics Screening Check for the last 2 years Introduction of CPOMS as a tool for logging all behaviour issues, parent contact and cause for concern incidents <b><u>USP Updates</u></b> Houldsworth Valley had a recent OFSTED Inspection and received an overall grading of Good. USP carried out a Vision Day on Friday 29 <sup>th</sup> November to allow all headteachers and the central team to look at the direction of the trust and to shape our future direction. It was a very useful day and I am excited to say that the vision of the trust was inline with my vision for the children and community we serve with relationships, a sense of self-worth and trust being integral to the vision. <b><u>SEF</u></b> I have undertaken a very honest look at the school for our SEF in a move to go beyond Good. We are working closely as a SLT with Stephen Astley to look at each of the areas: <ul style="list-style-type: none"><li>• Effectiveness of Leadership and Management</li><li>• Quality of Education</li></ul>	



- Personal Development
- Behaviour and Attitudes
- EYFS (Early Years and the Foundation Stage)
- Overall Effectiveness

### **Curriculum**

We have blocked the curriculum for Foundation Subjects this term. This means that every week pupils are taught English (through SFA), maths, PSHE, PE and French (in years 3-6).

The other subjects are blocked into chunks of time and taught every afternoon for several weeks. This has allowed for us to be more precise with our offer of CPD to staff, have a cycle of monitoring, feedback and improvement for each of the subjects. We have seen an impact in the quality of deeper subject knowledge retained, understanding of tier 3 subject specific vocabulary and quality of writing produced in the foundation subjects; but this is still to be embedded across all year groups. This term we have focused on Science and History. We will be revisiting science for two weeks at the start of the spring term and then focussing on geography.

We are continuing to work very closely with Alex Bedford who is leading Curriculum Development with USP.

### **Success for All (English Curriculum)**

Using SFA to teach the English curriculum has been in place in school for 11 weeks (the first 2 weeks of term being used for SFA 'Getting along together' activities to set the expectations of SFA for all staff and children.

The collaborative learning techniques are becoming more embedded and pupils are all having to take more ownership over their own learning. The impact of SFA has already been seen in year 6 where the number of pupils on track for achieving the expected standard at the end of year 6 has increased (currently 93%%) as has the number of children on track for achieving the higher standard (45.2%) with 71% on track for a chance of the higher standard!

Debbie Bull (our SFA Associate) is continuing to visit us, model lessons with a range of groups and train staff.

### **Assessment**

This term we have undergone a series of whole school assessments

- PiXL Diagnostic maths tests (yr 4 and 5) used to inform maths planning for the term by identifying gaps in knowledge.
- PiRA Whole trust Reading assessment. This has shown areas for development in year 4 and 5
- PUMA Whole trust maths assessment. This has shown areas for development in year 4 and 5
- Year 6 SATs mocks data- Excellent data with 90% of the cohort already at the expected standard for Reading and Maths. Area for development is now the higher standard and ensuring writing data is as strong.
- Phonics Screening Current target of 93% is aspirational but achievable. Excellent phonics provision and consistent monitoring is having a positive impact.
- Reception Baseline was undertaken to ensure effective tracking of our newest pupils and ensuring we are supporting their learning exactly where they are.

Current target for Reception Good Level of Development (GLD) is 76.7%

### **Monitoring**

This term we have undertaken

- Fortnightly SFA drop ins
- Monitoring from SFA associate
- Governor SFA monitoring visit
- Science lesson drop-ins
- History lesson drop-ins
- Pupils book studies (based on the Ofsted Deep Dive format) of looking at books and talking to pupils to identify learning patterns over time and retention of knowledge and vocabulary



- Monitoring visit from Stephen Astley
- NMM (No more marking) writing activities in year 3 and year 5. Year 3 report showed a divide between girls and boys due to the number of boys on the SEND register I year 3. This is being addressed by the SFA and the class teacher
- PiXL continual assessment of year 6 with termly associate visits
- A Pupil Premium (PP) Review from Marc Rowland – a PP consultant working for USP (9/12/19)
- SEND review in collaboration with The Fenland Opportunity Area

#### **CPD**

- All staff receiving CPOMs training
- CPD being the focus of staff meetings with emphasis on SFA (reading and writing), science and history
- TA training as part of TA meetings timetabled weekly with Amanda Banks and Kim Bramley
- Teacher training on SFA writing with Debbie Bull (SFA Associate)
- Teacher training with all USP teaching staff on reading and the science of reading with outside trainer 22/11/19
- Upcoming Professional Development Day with all USP staff on 6/1/20. This is a conference style day with all staff being able to choose a tailor made CPD package (up to 7 sessions in the day) to meet their own training needs
- Upcoming SFA writing training day for all staff (teachers and TAs) on 7/1/20
- Upcoming SEND Review training in January for Melanie and Amanda
- Mrs Moore undertaking her DSL refresher Safeguarding training through Cambridgeshire

#### **Staffing**

Mrs Knock is settling in well and is a great asset to the school and year 3. She is currently be with us until the end of the summer term

We have appointed Amanda Darley (to start in January) to work 4 mornings and 1 full day (Friday) in the Reception classroom. Amanda is a highly skilled experienced EYFS practitioner having worked in Ditton Lodge Nursey for several years. She is excited about this next opportunity in her own development

#### **Wider life of the school**

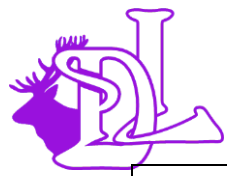
- Sport: In recognition for all the hard work of Sandra Paskell, we were nominated for Living Sports Award for School of the Year. I am delighted to tell you that we won! We are School of the Year for Cambridgeshire and Peterborough. This is an amazing achievement and I am extremely proud
- We are continuing to fully embed our Values System: Ditton Lodge's High Five in all areas of the school. At Ditton Lodge we:
  - Listen
  - Aim high and achieve
  - Enjoy and take risks
  - Respect
  - Never give up
- SFA Collaborative Learning expectations in all lessons
- Weekly learning focus linked to development points from monitoring drop ins
- Weekly behaviour focus linked to Ditton Lodge's High Five values
- KS1 Production on Monday 16/12/19
- Clubs:
- A range of visits and visitors: Whole school trip to the Pantomime in Ely 17/12/19, year 1 trip to Palace House as part of their Local History project
- A highly successful Christmas Fete raising £1100 for the school
- PTFA discos



	<ul style="list-style-type: none"> <li>• Outward looking fundraising events: Wear Yellow for Young Minds, non-school uniform day with all USP schools and Newmarket Schools to raise money and awareness for Evelina who was involved in a RTC outside Laureate suffering life altering injuries</li> </ul>	
<b>B2</b>	<p><b><u>Curriculum Provision</u></b></p> <ul style="list-style-type: none"> <li>• Book Scrutiny Outcomes – Mrs Moore spoke with a group of randomly selected pupils from each year group. The children were enthusiastic to take part in the book scrutiny and were able to articulate their learning and demonstrate excellent subject knowledge. Progression was clearly evident and the feedback encouraging. Mrs Moore shared a report indicating the children in KS1 and 2 have a love of science and history and are very enthusiastic about maths. She set out expectations in the Foundation subject including presentation, evidence, opportunity and challenge.</li> <li>• Governor verbal report following SFA visit – Ms Caley and Dr Scarpini spent one hour with Miss Bramley observing all groups during an SFA lesson. They witnessed different pieces of work and different levels of learning. They saw that the children participating appeared more vocally engaged. They saw a range of expressions that celebrated achievement. The children were well behaved and their attitude to learning was good. Ambassadors in each group greet visitors to explain what they are learning. The children are polite and knowledgeable when talking to visitors. Resources are good, high quality. Feedback from PP children was good including “we get the chance to read a book from the beginning to the end”.</li> </ul> <p><b>SEND:</b></p> <ul style="list-style-type: none"> <li>• SEND self evaluation: as per report including evidence of strengths – 2018 data is good; good progress is made across the school; pupils with SEND develop and apply a wide range of skills in reading, writing, communication and maths effectively; the school uses a range of data to identify barriers to learning; the school has a clear vision for the education of all pupils with SEND; the school is welcoming to all parents and carers; the SEND governor has attended appropriate training and holds the school to account; the school supports transition from nursery settings and to secondary school providers. Areas for development - There is a need to be able to identify smaller steps of progress made by children with SEND over time. This will be addressed in the SEND action plan; One Page Profiles are to be reviewed at least three times per year. This is still new to staff and introduced in October 2017; SEND passport reviews have been introduced along with the writing of passports. This is yet to be embedded in some areas of the school; The Access, Plan, Do, Review cycle is in place, but needs to be developed further so that it is fully embedded in practice across the school; Further training for all governors in SEND needs and expectations would be beneficial; Termly audit of development plan, with SEND governor to monitor progress; The SENDCO will produce and circulate a school SEND booklet for staff which breaks down the roles of responsibilities of SENDCO and class teacher e.g. a flow chart.</li> <li>• SEND Review Summary: A specialist SEND review has been completed by key staff which forms the content of the SEND review action plan.</li> <li>• SEND Review Action Plan 2019/2020: has been prepared including targets, actions, staff involvement, time scale, cost and impact (mid and end of year).</li> </ul>	
<b>B3</b>	<p><b><u>Pupil premium and primary sports premium</u></b></p> <ul style="list-style-type: none"> <li>• Marc Rowland, consultant for USP and DFE lead contributor on Pupil Premium, was in school for a full day to review our PP provision. Mrs Moore commented that it was an encouraging and affirming day. She produced a PP strategy statement which explains the school’s tiered approach to PP spending which allows the school to focus on a series of targeted strategies which will have the greatest impact. These strategies</li> </ul>	



	<p>include: Teaching; targeted academic support; wider strategies such as emotional literacy support, subsidised activities, lunchtime clubs and a PAT dog reading volunteer. The report records achievements, priorities, monitoring and reviews and outcomes.</p> <ul style="list-style-type: none"> <li>• Sports Premium to follow.</li> </ul>	
<b>B4</b>	<p><b><u>Policy Review</u></b></p> <ul style="list-style-type: none"> <li>• Breakfast Club Policy was reviewed and adopted</li> <li>• Discovery Club Policy was reviewed and adopted</li> <li>• Behaviour Policy – defer to SLT*</li> <li>• Anti-Bullying Policy defer to SLT*</li> </ul>	*SLT to liaise with CS. CS to feedback to LGB
<b>B5</b>	<p><b><u>Staffing Updates</u></b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants have completed successful performance management reviews with new targets set.</li> <li>• A new TA has been recruited for appointment in January 2020 in the Reception class.</li> </ul>	
<b><u>SECTION C: FINANCE, HR AND PREMISES</u></b>		
<b>C1</b>	<p><b><u>Budgetary Monitoring Report</u></b></p>	
	<ul style="list-style-type: none"> <li>• The current position in school predicts year end in credit. This is reviewed monthly and may be subject to change such as staffing, unexpected expenditure.</li> <li>• 2018/2019 outturn reports a surplus figure of £12783.</li> </ul>	
<b>C2</b>	<p><b><u>Finance Committee</u></b></p> <p>As the GB no longer has any committees, it is suggested that a working party be convened if and when necessary. No report to present to this meeting.</p>	
<b>C3</b>	<p><b><u>Health &amp; Safety/HR/Premises</u></b></p> <p>Mr Grosvenor will take over the mantel as premises/health &amp; safety lead from Mr Perkins. Mr Perkins will assist Mr Grosvenor during a transition period. Mr Grosvenor recently met with Matt Hiles, property manager from PCM. Matt carried out a condition survey, report to follow. No premises items outstanding.</p>	
<b><u>SECTION D: GOVERNING BODY ORGANISATION &amp; ADMIN</u></b>		
<b>D1</b>	<p><b><u>Local Governing Body Membership</u></b></p>	
	<ul style="list-style-type: none"> <li>• To <b>report</b> any changes in membership since the last meeting – Mrs Hughes has joined as co-opted governor.</li> <li>• Succession planning –</li> <li>• Skills audit CS to distribute</li> </ul>	SD to action safeguarding checks
<b>D2</b>	<p><b><u>Safeguarding Arrangement</u></b></p>	
	<ul style="list-style-type: none"> <li>• To consider any safeguarding issues not covered in Headteacher's report – none.</li> <li>• To receive a report from the safeguarding governor – none.</li> <li>• Attendance, Exclusions and Holiday Requests – as per report. No exclusions. Whole school attendance (02 09 19 to 12 02 19) 97.73% same period last year 97.46%</li> <li>• Recording and reporting of prejudice related incidents since last meeting – None.</li> </ul>	
<b>D3</b>	<p><b><u>Governor Training and Development</u></b></p>	
	<ul style="list-style-type: none"> <li>• To note any training requirement for the LGB or individual governors. Induction: The governor training booklet is available on the hub. Please</li> </ul>	



	<p>share suggestions with Dr Scarpini. One suggestion so far- preparing for Ofsted.</p> <ul style="list-style-type: none"><li>• To receive any feedback or reports (verbal or written) from governors who have attended training. Defer to next meeting information from governor conference and briefings.</li></ul>	
	<b><u>SECTION E: CLOSE OF BUSINESS</u></b>	
<b>E1</b>	<b><u>Any other business</u></b> <ul style="list-style-type: none"><li>• To take any items agreed at the beginning of the meeting</li></ul>	
<b>E1</b>	<b><u>Impact</u></b> <ul style="list-style-type: none"><li>• Congratulations to Mrs Paskell for achieving the Living Sport Award recently. A magnificent achievement.</li><li>• Moving away from a termly operational plan (TOP) to a strategic school development plan (SDP) has proved to be an improvement in planning and attainment.</li><li>• Both the PP review and SEND review were thoroughly scrutinised and useful, clearly set out, information fed back to key staff . SEND in a nutshell is a valuable tool.</li><li>• The governing body membership is now full following the recent appointment of 2 co-opted governors. Mr Grosvenor commented that his first meeting had been enjoyable.</li></ul>	

CS thanked everyone for attending and closed the meeting closed at 8.07